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News Summary

Articles on inside pages

Members of the U.S. Commission on Civil Rights have voted to cancel a study of the effects of cuts in student aid. Story on Page 17.

Most college presidents are not substantially involved in the academic affairs of their institutions, according to an as-yet-unpublished national study. Story on Page 21.

The total cost of needed repairs to buildings and equipment on American college campuses may be as high as $50-billion, according to the author of a forthcoming study. Story on Page 4.

After years of neglecting it, I.B.M. is going after the college market for research and instructional computers. Story on Page 9.

The basketball program at San Diego State University has been placed on one year's probation by the N.C.A.A. Story on Page 25.

J. Edgar Hoover, the late director of the Federal Bureau of Investigation, was just as much a captive of his heroic image as he was a manipulator of it, according to the historian Richard Gid Powers in his recently published study, *G-Men: Hoover's FBI in American Popular Culture.* Story on Page 5.

Taiwan plans to inaugurate a program to make higher education available to a wider segment of the population. Story on Page 27.

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Assassination of Its President Stuns Beirut U.

Trustees say commitment to mission remains firm

By PAUL DESRUISSEAUX

Shocked by the assassination in Lebanon last week of Malcolm H. Kerr, president of the American University of Beirut, the institution's board of trustees pledged that the university's commitment to its mission would remain firm, even in the face of anti-American acts.

Mr. Kerr was murdered by gunmen just outside his third-floor office in the university's main administration building.

Ten hours after the killing, the trustees met in an emergency session in New York City to discuss how the university should proceed in the face of increasing violence against American institutions and individuals in the war-torn Lebanese capital.

All Schools Cancel Classes

In Beirut, classes at the university were canceled for a five-day period of mourning. In a rare display of unity, all schools in both the predominantly Moslem western sector of the city and the Christian eastern half were closed out of respect for Mr. Kerr.

Although the university's 73-acre campus is located in West Beirut, its 4,800 students come from all parts of the city, the country, and the entire Middle East, and represent all of the region's religious and ethnic groups.

Mr. Kerr was on his way to his office

Continued on Page 29, Column 1

PHOTOGRAPH FOR THE CHRONICLE, ©1982 SIPA PRESS/ARAL FROM BLACK STAR

Malcolm H. Kerr, president of the American U. of Beirut, who was murdered last week in a hallway outside his campus office.

Families Found Pinched by Growth of College Tuition, Slowdown in Aid

By CHERYL M. FIELDS

WASHINGTON

Many families are having more difficulty paying for a college education. The growth of student-aid funds has stopped, college costs are continuing to rise, and family incomes have failed to keep pace.

Those are among the central conclusions of a study of trends in 20 years of financial aid to students, recently released by the College Board.

Student aid grew explosively in the 1960's and 1970's, but that growth stopped early in the 1980's, the study found.

"In real dollars, the value of total student aid increased 10 times between 1963 and 1975, after which it declined slightly for several years, resumed an upward trend in the late 1970's, and then fell off again at the beginning of the 1980's," the College Board said.

"Between 1980-81 and 1982-83, real increases in college costs ranged from 4 per cent at community colleges to 15 per cent at private universities, while real dispos-

Continued on Page 16, Column 3

8 Democrats Bring 'Media Politics' to Dartmouth

STUART BRATESMAN

Surrounded by photographers, Sen. John Glenn walks across the Dartmouth campus before the Democrats' debate.

By LAWRENCE BIEMILLER

HANOVER, N.H.

Politics has come a long way since 1769, the year in which George III, King of Great Britain and Ireland and Elector of Hanover, "by his special grace, certain knowledge, and mere motion" granted the charter that established Dartmouth College.

The King inherited his "special grace" and "certain knowledge" when he inherited his crown, but he lived in a simpler age. Today, with grace and certainty in shorter supply, those who wish their "mere motions" to be accorded kingly influence are required, at least in this country, to go to considerably more trouble—and they are strongly advised to start here, in New Hampshire, by participating in a quadrennial contest known as the New Hampshire primary.

It is an improbable exercise at best, played out in chilly, snow-covered towns and invested by the political columnists with a significance far out of proportion to the number of citizens who vote in it. But its date—this year it is scheduled for February 28—makes it the earliest Presidential primary in the country.

And, although its outcome is considered crucial, only snippets of the rhetoric it generates normally escape the confines of New Hampshire's living rooms and Rotary Clubs to reach voters elsewhere. So last fall the Democratic Caucus of the U.S. House of Representatives invited the Democratic Presidential candidates to take part beforehand in a debate that would be broadcast nationally from somewhere in the state. Dartmouth College, only half-understanding the magnitude of the logistical problems involved,

Continued on Page 12, Column 1

Companies' Gifts to Colleges Up Over 20 Pct. in 1982, Despite Sag in Profits, Survey Finds

NEW YORK

Despite a decline of 2.5 per cent in their profits, corporations increased their giving to higher education by more than 20 per cent in 1982, the Council for Financial Aid to Education said last week.

In its annual report on corporate giving, the council estimated total contributions by corporations to education for the year at $1.3-billion, a record. All but about 4 per cent of that goes to higher education.

Education received 44 per cent of all contributions, compared with 41.5 per cent the previous year.

The 20.4-per-cent increase in corporate contributions to education exceeded the increase of 13.5 per cent in corporate giving to all types of institutions and organizations.

Corporate products, equipment, and other noncash goods accounted for nearly 11 per cent of the corporations' total giving in 1982, the C.F.A.E. said.

For the corporations, 1982 was the third consecutive year of declining pretax net income—from a peak of $252.7-billion in 1979 to $174.2-billion in 1982, the C.F.A.E. said.

'Strong Commitment'

The increased giving in the face of that decline demonstrated the corporations' "strong commitment to education," said John R. Haire, president of the C.F.A.E., a nonprofit organization that promotes voluntary support of higher education.

The combination of smaller profits and larger contributions pushed the percentage of pretax net income given to education to 0.74 per cent, up from 0.48 per cent in 1981. The 1982 percentage was higher than that of any year since 1950, the first year for which estimates are available, the C.F.A.E. said.

The C.F.A.E. said corporations had been able to increase their giving during the period of declining profits because many of them gave through company foundations, which had built up a cushion of funds in more profitable years.

In 1975, when profits were high, the company foundations paid out in contributions only about 95 per cent of the money they received from their parent corporations, the C.F.A.E. said, but in each of the last three years the foundations paid out more than they received. In 1982, the foundations paid out 44.9 per cent more than they received.

The share of corporate gifts to education earmarked for grants to academic departments and research increased from 19 per cent in 1980 to 24 per cent in 1982.

The other 1982 corporate gifts to education were divided as follows: To match gifts of employees, 14.9 per cent; unrestricted operating grants, 12.0 per cent; education-related organizations, 10.9 per cent; capital grants, including endowment, 9.8 per cent; scholarships and fellowships, 7.3 per cent; student aid, 4.9 per cent; elementary and secondary education, 4.0 per cent; indirect grants through fund-raising consortia, 3.6 per cent; other support for education, 8.6 per cent.

The C.F.A.E.'s national estimates of giving to higher education were based on a survey of corporate contributions by C.F.A.E. and the Conference Board, a research organization concerned with business economics.

Copies of the report, *Corporate Support of Education 1982*, will be available in February for $6 from C.F.A.E., 680 Fifth Avenue, New York 10019. —JACK MAGARRELL

Corporate Giving to Colleges

	Corporate contributions to education	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1967	$ 315,000,000	+ 5.0%	0.40%	38.0%
1968	355,000,000	+12.7%	0.40%	35.3%
1969	375,000,000	+ 5.6%	0.43%	35.5%
1970	320,000,000	−14.7%	0.42%	40.2%
1971	345,000,000	+ 7.8%	0.40%	39.9%
1972	365,000,000	+ 5.8%	0.36%	36.2%
1973	410,000,000	+12.3%	0.33%	34.9%
1974	445,000,000	+ 8.5%	0.33%	37.1%
1975	450,000,000	+ 1.1%	0.34%	37.4%
1976	560,000,000	+24.4%	0.34%	37.7%
1977	665,000,000	+18.8%	0.34%	37.1%
1978	780,000,000	+17.3%	0.34%	37.4%
1979	880,000,000	+12.8%	0.35%	38.5%
1980	960,000,000	+ 9.1%	0.41%	40.7%
1981	1,080,000,000	+12.5%	0.48%	41.5%
1982	1,300,000,000	+20.4%	0.74%	44.1%

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

4 Black Colleges in Boston U. Pact

BOSTON

The Boston University School of Medicine and four black colleges in Georgia have entered into a partnership to increase the number of black physicians in the United States.

The plan calls for sophomores at Clark College, Morehouse College, Morris Brown College, and Spelman College to begin taking special courses this summer in Boston.

The students will return to Boston University after their junior and senior years. The courses will be designed to help the students make the transition between undergraduate and medical schools.

The shortage of black doctors is near crisis stage, according to John I. Sandson, dean of the Boston medical school, who said there are 4 black doctors for every 10,000 black people in the country, compared to 20 physicians for every 10,000 people in the general population.

The tax-exempt bond and note issues at right are among the many successful financings which Drexel Burnham Lambert Incorporated has completed for its college and university clients. Included are:

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$12,500,000
Bonds due serially through August 1, 2002
August 1, 1982

$10,500,000
BRYN MAWR COLLEGE
$10,500,000
Notes due March 1, 1985
March 1, 1982

$56,600,000
UNIVERSITY OF PENNSYLVANIA
$56,600,000
Bonds due serially through May 1, 2008
August 1, 1968

$15,000,000
BUCKNELL UNIVERSITY
$15,000,000
Notes due December 1, 1987
December 1, 1982

$6,700,000
HAVERFORD COLLEGE
$6,700,000
Notes due June 1, 1988
June 1, 1983

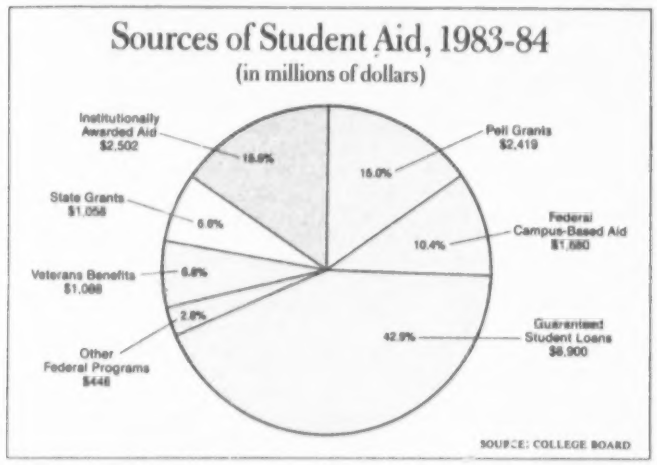
$15,695,000
DREXEL UNIVERSITY
$15,695,000
Bonds due serially through May 1, 2003
August 15, 1983

$4,830,000
LA SALLE COLLEGE
$4,830,000
Bonds due serially through May 1, 2003
May 1, 1983

$12,550,000
BRYN MAWR COLLEGE
$12,550,000
Bonds due serially through September 1, 2003
September 1, 1983

$1,435,217
THOMAS COLLEGE
$1,435,217
Bonds due January 1, 1997
December 1, 1981

$26,425,000
VILLANOVA UNIVERSITY
$11,880,000
Notes due August 1, 1987
$14,545,000
Bonds due serially through August 1, 2002
March 1, 1983



Families Found Pinched

Continued from Page 1

able personal income remained the same and real median family income dropped 5 per cent.

"At the same time, total aid per full-time-equivalent student dropped 21 per cent and grants per full-time-equivalent student fell 26 per cent," the board noted.

In academic 1983-84, the total amount of aid estimated to be available to students from college, state, and federal programs is expected to be about $16.1-billion, down from a peak of $18-billion in 1981-82. If the figures are adjusted to reflect inflation, about $15.3-billion will be available in the current year, down from a peak of $19.3-billion in 1980-81.

"Most of the drop resulted from the phasing out of Social Security student benefits beginning in 1982, restrictions on eligibility for Guaranteed Student Loans that took effect in the fall of 1981, and a continued declined in the use of veterans' benefits that began in the mid-70's when Vietnam-era veterans started to reach the end of their eligibility" under the GI Bill, the report said.

Even though Congress rejected many of the cuts in federal student-aid programs that were proposed by President Reagan in the three federal budgets he has sent to Capitol Hill, it did agree in 1981 to phase out Social Security benefits for college students who are dependents of retired or deceased workers and to require students from families earning more than $30,000 annually to meet a "needs test."

The student-aid figures in the report include support for both undergraduate and graduate students. The board was unable to separate the data, the report said, because programs that provide aid to both undergraduates and graduates generally do not break it down by level.

The federal government is now the source of about 80 per cent of the total funds available for student assistance, compared to less than 40 per cent in the early 1960's, the report found.

It also found that students are relying increasingly on loans.

"From 1970-71 to 1975-76, grant aid increased from 66 per cent to 80 per cent of total aid awarded, while loans decreased from 29 to 17 per cent," the report said. "This pattern reversed itself in the mid-1970's. In 1983-84, the proportions of total aid awarded as grants and loans are about 48 per cent each, and work-study, 4 per cent."

Looking at the average grant and loan received by students, the report found: "Although total aid adjusted for inflation kept climbing until 1980-81, grant aid per full-time-equivalent student peaked in 1975-76 and has declined steadily since then.

"The average grant aid per full-time equivalent student is an estimated 53 per cent lower in 1983-84 than in 1975-76. Over the same period, the average loan per full-time-equivalent student grew by 123 per cent."

Copies of the report, *Trends in Student Aid: 1963 to 1983*, are available for $8 from College Board Publications, Box 886, New York 10101. Orders for five or more copies receive a 20-per-cent discount.

FACT–FILE

Sources of Student Aid

(Current dollars, in millions)

Federally supported programs:	Academic Year (a) 1963-64	1970-71	1975-76	1977-78	1979-80	1980-81	1981-82*	1982-83*	1983-84*
Generally available aid:									
Pell Grants	—	—	$ 936	$1,588	$2,505	$2,607	$2,302	$2,439	$2,419
Supplemental Educational Opportunity Grants	—	$ 134	201	240	333	366	370	355	355
State Student Incentive Grants	—	—	20	60	76	76	76	74	60
College Work-Study (b)	—	227	295	469	595	658	591	565	641
National Direct Student Loans	$ 114	240	460	615	646	695	685	695	684
Guaranteed Student Loans and PLUS	—	1,015	1,267	1,737	3,926	6,204	7,267	6,350	6,900
Subtotal	114	1,616	3,179	4,712	8,081	10,607	11,292	10,478	11,059
Specially directed aid:									
Social Security (c)	—	499	1,093	1,370	1,587	1,883	1,996	733	220
Veterans (d)	67	1,121	4,180	2,598	1,784	1,738	1,336	1,302	1,068
Other grants	9	16	64	83	115	119	102	81	60
Other loans	—	42	45	42	42	61	88	99	108
Subtotal	76	1,678	5,381	4,083	3,528	3,801	3,522	2,216	1,476
Total federal aid	$ 190	$ 3,295	$ 8,561	$ 8,805	$11,609	$14,408	$14,814	$12,694	$12,535
State grant programs	56	236	490	677	788	801	921	1,025	1,058
Institutionally awarded aid	300	965	1,435	1,596	1,888	2,138	2,324	2,424	2,502
Total	$ 546	$4,496	$10,486	$11,078	$14,284	$17,347	$18,058	$16,143	$16,095

(Constant 1982 dollars, in millions)

Federally supported programs:	1963-64	1970-71	1975-76	1977-78	1979-80	1980-81	1981-82*	1982-83*	1983-84*
Generally available aid:									
Pell Grants	—	—	$1,629	$2,447	$3,113	$2,905	$2,481	$2,398	$2,304
Supplemental Educational Opportunity Grants	—	$ 325	350	375	414	408	379	348	339
State Student Incentive Grants	—	—	34	92	95	85	78	72	57
College Work-Study (b)	—	552	513	723	740	734	606	555	611
National Direct Student Loans	$ 356	584	800	948	803	774	702	683	652
Guaranteed Student Loans and PLUS	—	2,466	2,204	2,677	4,880	6,914	7,453	6,242	6,573
Subtotal	356	3,927	5,530	7,262	10,044	11,821	11,581	10,300	10,536
Specially directed aid:									
Social Security (c)	—	1,212	1,901	2,111	1,972	2,099	2,047	721	210
Veterans (d)	211	2,724	7,271	4,003	2,218	1,937	1,370	1,280	1,036
Other grants	27	39	110	128	142	133	105	80	57
Other loans	—	102	78	65	52	68	90	97	103
Subtotal	238	4,077	9,361	6,307	4,385	4,236	3,612	2,178	1,406
Total federal aid	$ 594	$8,004	$14,891	$13,568	$14,429	$16,057	$15,192	$12,478	$11,941
State grant programs	176	574	853	1,044	979	893	944	1,008	1,008
Institutionally awarded aid	940	2,343	2,496	2,459	2,346	2,383	2,383	2,383	2,383
Total	$1,709	$10,922	$18,240	$17,071	$17,754	$19,334	$18,520	$15,869	$15,332

Distribution of Pell and Campus-Based Aid

Pell Grants:	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Public										
4-year	41.2%	40.1%	39.0%	42.8%	42.8%	39.4%	39.6%	38.0%	40.6%	38.5%
2-year	24.9%	26.7%	26.1%	23.4%	24.3%	23.2%	21.8%	22.1%	18.7%	18.2%
Total	66.0%	66.8%	65.0%	66.2%	67.0%	62.6%	61.4%	60.1%	59.4%	56.7%
Private	26.3%	24.4%	24.8%	24.6%	23.3%	26.8%	28.1%	27.5%	27.1%	26.5%
Proprietary	7.0%	8.7%	9.0%	8.1%	8.9%	10.6%	10.5%	12.3%	13.5%	16.8%
Other	0.6%	0.1%	1.1%	1.1%	0.8%	0.0%	0.0%	0.0%	0.0%	(e)
Campus-Based Grants (f):										
Public										
4-year	49.0%	47.6%	46.9%	47.2%	47.0%	44.8%	43.4%	43.0%	n/a	n/a
2-year	11.9%	12.7%	11.8%	11.8%	11.5%	11.0%	10.4%	10.1%	n/a	n/a
Total	60.9%	60.3%	58.7%	59.0%	58.5%	55.7%	53.7%	53.0%	n/a	n/a
Private	38.1%	36.8%	37.2%	36.0%	35.8%	37.4%	40.9%	41.8%	n/a	n/a
Proprietary	1.1%	2.9%	4.1%	4.9%	5.7%	6.9%	5.3%	5.2%	n/a	n/a

* Estimated.
(a) Defined as July 1 to June 30.
(b) Includes the federal and institutional shares.
(c) Figures are based on the Social Security Administration estimate that 82.5% of student benefits are for postsecondary schooling.
(d) Figures for 1983-84 and 1970-71 are estimates.
(e) Less than .05%.
(f) Includes National Direct Student Loan, College-Work Study, and Supplemental Educational Opportunity Grant programs.
n/a Not available.
Note: Columns may not add to totals because of rounding.

SOURCE: COLLEGE BOARD

ECONOMIC DEVELOPMENT AND THE COMMUNITY COLLEGE

Two National Conferences

- *February 27-28, 1984*
  FORT WORTH, TEXAS
  Contact: Jimmie Styles
  Tarrant County Junior College
  1500 Houston Street
  Fort Worth, TX 76102
  (817) 336-7851
- *April 30-May 1, 1984*
  CLEVELAND, OHIO
  Contact: Terry Calaway
  Cuyahoga Community College
  11000 Pleasant Valley Road
  Parma, OH 44130
  (216) 845-4000

Each conference will involve college presidents, deans, and other administrators with private sector leaders such as bankers, government officials, labor leaders, and economic development specialists. Registration fee: $95 (conference only).

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May 17-18, 1984 Tampa, Florida

sponsored by

The Hillsborough Community College Environmental Studies Center

This annual conference provides a forum for the nationwide exchange of results of scientific research in the restoration, creation, and management of freshwater and coastal wetlands systems. The conference will be beneficial to governmental agencies, planners, colleges and universities, corporations, and environmental groups with an interest in wetlands.

Call for Papers

Those interested in presenting a paper are invited to submit an abstract approximately 250 words by March 1, 1984. Authors of accepted papers will be notified by mail by March 12. Presentations will be limited to 15 to 20 minutes.

For Further Information:
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Environmental Studies Center
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News Summary

Articles on inside pages

Apple Computer is offering its new model to 24 colleges at a substantial discount. Story on Page 11.

College freshmen today are "more materialistic and less altruistic" than freshmen of a decade ago, according to a new report. Story on Page 12.

Registration of college-age voters is a high priority of students interested in youths' having a voice in the 1984 elections. Story on Page 15.

Federally financed research on education has not been disseminated effectively, says a report prepared for the National Institute of Education. Story on Page 17.

Early-retirement plans are getting mixed results at about 100 colleges in the U.S. Story on Page 23.

Some of the provisions of the French government's plan to revamp higher education have been declared unconstitutional. Story on Page 31.

Several Canadians who play ice hockey at U.S. universities are in danger of losing their amateur standing. Story on Page 27.

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Crackdown Set on Freshman 'No-Shows'

More accepted students are forfeiting deposits

By JACK MAGARRELL

Colleges and universities are cracking down on applicants who renege on their commitments to enroll.

To keep their options open—and postpone their decision on which college to attend—more and more students are paying and forfeiting multiple tuition deposits.

Now some institutions—Stanford University and the University of Pennsylvania among them—are threatening to cancel offers of admission if double deposits are discovered.

College officials are concerned about the trend because late decisions by students make planning for incoming freshman classes more uncertain.

At some smaller institutions, the "no-show" students may leave the freshman class with empty spaces that might have been filled by other applicants if the decision had been made earlier.

Admissions officers are discussing several tactics aimed at getting students to make their choice of college earlier and to stick with their decision.

The Consortium on Financing Higher

Continued on Page 22, Column 1

BUT FEW EFFECTS ON HISPANICS

5 Black Colleges in Canceled Study Say Cuts in U.S. Aid Hurt Their Students

By CHARLES S. FARRELL

Officials of the five predominantly black colleges that were to have been included in a U.S. Commission on Civil Rights study of student aid say recent reductions in such support have seriously damaged educational opportunities for their students.

But the three institutions with large Hispanic enrollments that were to have been in the now-canceled study report few effects so far from the federal cutbacks.

The eight institutions had been picked by the civil-rights commission for a study of the effects of student-aid cuts on institutions with large numbers of black and Hispanic students. They were chosen because they represent a cross section of such institutions, a commission spokesman said.

JOHN C. PHILLIPS

"This project would appear clearly beyond our jurisdiction." —Civil-rights panel's Linda Chavez

Canceled by 5-3 Vote

The commission voted 5 to 3 at a meeting in January to cancel the study, with the majority saying the panel had no authority to conduct such a review. Linda Chavez, staff director of the commission, had suggested the cancellation.

"Unless the commission wishes to establish that federal student financial aid is a civil right guaranteed to members of minority groups," she said, "this project would appear clearly beyond our jurisdiction."

All of the financial-aid officials at the eight institutions said they felt the federal government did have an obligation to provide financial aid to minority-group students who can't afford to attend college on their own. Without that assistance, they said, black and Hispanic students will be denied the educational opportunities they need to succeed.

'A Tremendous Effect'

The cuts in federal support for students have had "quite a tremendous effect," at Mississippi Valley State University, said Claiborne C. Davis, director of financial aid.

In the past year, the university lost about $100,000 in federal student aid, he said. "We've not been able to give students the necessary aid for them to attend Mississippi Valley because of the reductions. If we had the money, we might have had 200 to 300 more students."

The students who could not afford to attend Mississippi Valley either are not going to college at all, Mr. Davis said, or are attending less expensive community colleges. Careers, he added, could be sabotaged by a student's inability to attend a

Continued on Page 18, Column 1

Canadian Universities Are Warned of Faculty Shortage by Year 2000

By MARK GERSON

TORONTO

Canadian universities could face an acute shortage of qualified faculty members in all disciplines by the end of the next decade, a national study commission has warned.

In the third and final volume of its report *To Know Ourselves*, the Commission on Canadian Studies urged the government and universities to act now "to prepare the Canadian graduates who will be needed for these academic positions."

The government and the universities must cooperate in the development of a "national strategy for higher education," it added.

The new demand for faculty members will be created in the 1990's by a surge in enrollments and a wave of faculty retirements, the commission said.

Importing Faculty Members

The commission was established in 1972 by the Association of Universities and Colleges of Canada to investigate the state of university teaching and research in areas relating to Canada itself. Its first two volumes, both published in 1976, documented the neglect of Canadian studies by the country's universities.

The latest volume, released in January, concentrates on the "human resources" needed to meet its agenda for higher education.

Unless specific steps are taken immediately, the report said, Canadian universities may have to import foreign faculty members on as massive a scale as they did in the 1960's. However, it added, by the 1990's "a similar reservoir of foreign candidates for Canadian posts may not be available" because similar demographic changes are occurring in other countries.

While there is now a surplus of Canadian

Continued on Page 33, Column 1

BETTMANN ARCHIVE

The Linguistic Art of Keats's Odes

John Keats was a skilled craftsman of the language, a fact about the Romantic poet that many critics have overlooked, says Helen Vendler. Her new book, *The Odes of John Keats*, is an analysis of the words and lyrical structure of the odes.

For details, see the "Scholarship" section, beginning on Page 5.

Freshmen Found 'More Materialistic and Less Altruistic' than Predecessors

By JEAN EVANGELAUF

► Well over a third of this year's college freshmen have written a computer program in the past year—compared to only about 27 per cent of last year's class.

► In a reversal of long-time trend, more freshmen this year are from families earning less than $12,500 per year.

► For the first time, a majority of freshmen support busing to achieve racial integration in the schools.

Those are among the survey findings presented in *The American Freshman: National Norms For Fall 1983*, by Alexander W. Astin and others. The survey, in its eighteenth year, is conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

Mr. Astin said last fall's entering students were "more materialistic and less altruistic" than freshman classes of a decade ago.

This year 69.3 per cent of the freshmen said they believed that being well off was very important. Ten years ago the figure on the same question was slightly under 50 per cent.

By contrast, this year about 44 per cent of the freshmen believe it is important to develop a meaningful philosophy of life, down from about 70 per cent a decade ago.

Mr. Astin said students who indicated that it was important to develop a meaningful philosophy of life tended to attach less importance to being very well off financially, and vice versa. "If your goal is to be rich, this obviates the need to develop a philosophy of life," he said. "Making money becomes a philosophy of life in itself."

Liberal Arts 'Taking a Beating'

Students, Mr. Astin said, are increasingly interested in pursuing careers that require no graduate training and have the potential to pay well.

"The liberal arts are taking a beating in the face of computer science, engineering, and business," he said. "Economics is the only social science where student interest hasn't declined over the last few years." Career interest in nursing, social work, and teaching is at an all-time low, he added.

The statistics are based on a sample of 254,317 new freshmen in 489 colleges and universities. The data are presented separately for men and women; for predominantly black institutions; by type, control, and selectivity of the institution; and by geographic region.

Of the 10-percentage-point rise in the number of students who had written a computer program in the last year, Mr. Astin said, "It is remarkable to see a change that large in any category of the survey." About a quarter of the freshmen reported that they had taken a "computer-assisted course."

Smoking is on a downward trend overall, but in a reversal from a decade ago, female students are more likely to smoke than are male students. This year 13.6 per cent of the women reported smoking frequently, compared to 8 per cent of the men.

For the first time since the survey was begun, there were increases over the previous year in the percentages of both students from high-income families ($40,000 or more) and those from families earning less than $12,500. Mr. Astin called this "somewhat startling," because in past years the percentage of students from low-income families declined, "no doubt reflecting the effects of inflation." He suggested one reason for the change was that "recent economic events have served to redistribute income from the less to the more wealthy."

About a quarter of the freshmen at predominantly black institutions expressed significant concern about meeting college costs, compared with about 15 per cent at all institutions combined. About 40 per cent of the students at black colleges were receiving no financial assistance from their parents, and an additional 25.4 per cent received less than $500. Overall, 29.2 per cent of students received no parental aid, and about 16 per cent received less than $500.

The survey asked the students whether they had met or exceeded the high-school course recommendations of the National Commission on Excellence in Education. The percentages varied greatly according to region. For example, 93.7 per cent of students attending colleges in the East had taken four years of English, compared to 80.4 per cent of students in the Midwest, 90 per cent in the South, and and 90.6 per cent in the West.

About 42 per cent of the freshmen in Eastern schools had taken at least one year of civics. For students in the West, the figure was 66.5 per cent. About 55 per cent of Midwestern and nearly 57 per cent of Southern students had taken civics.

Regional variations also occurred in questions about federal government policy. Support for increased military spending ranged from a low of 32.8 per cent in the Midwest to a high of 45.9 per cent in the South. Support for a national health-care plan ranged from 53.6 per cent in the West to 62.7 per cent in the East.

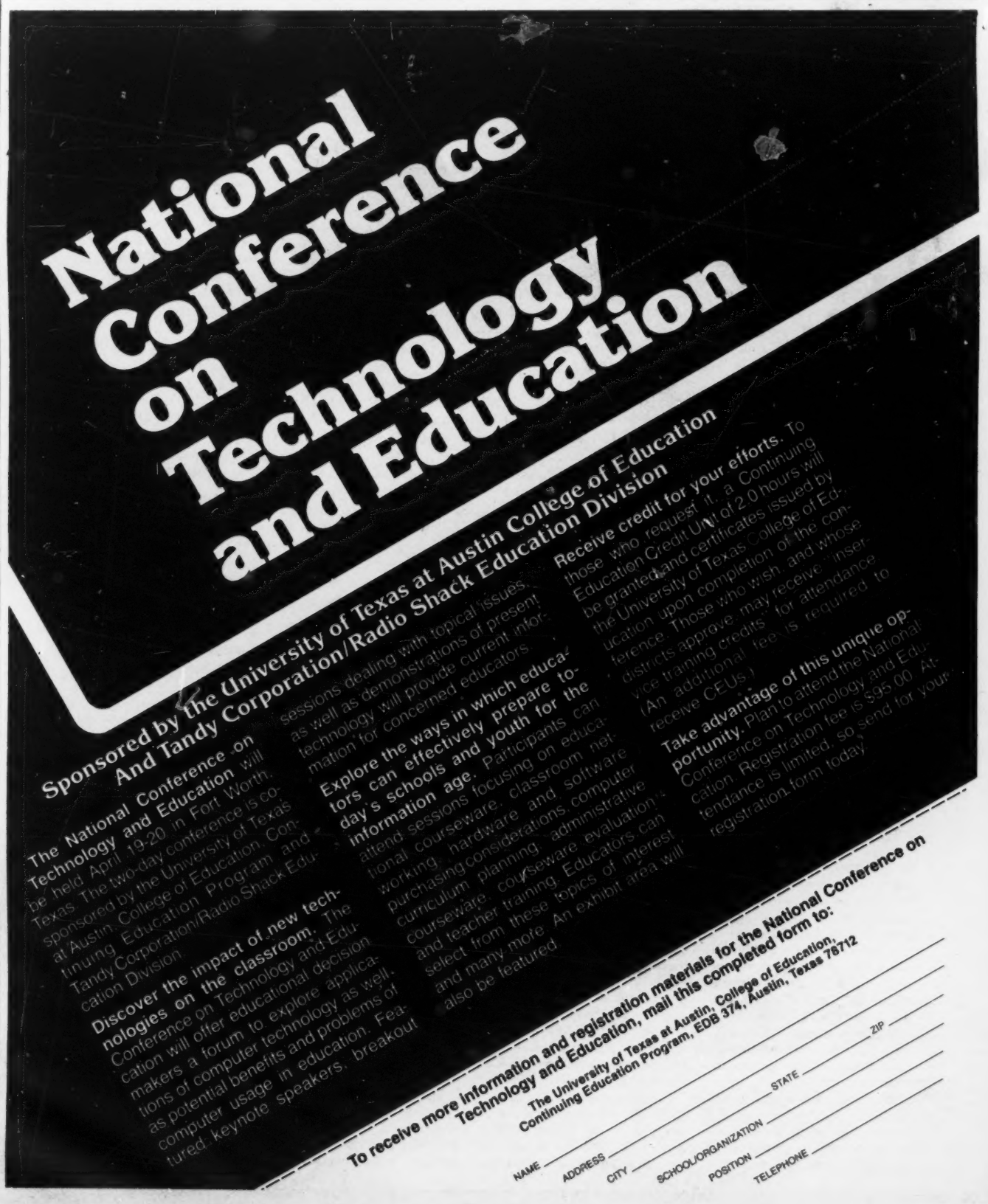
Support for Busing

Support of busing to achieve racial balance ranged from 46.4 per cent in the Midwest to 52.9 per cent in the East. Overall, busing received the support of 50.7 per cent of the freshmen.

The survey report noted that the students' high schools were considerably more integrated than their home neighborhoods. Only about 20 per cent of the students said their schools were completely white or nonwhite, while 51 per cent said their neighborhoods were not racially mixed.

The increased support for school busing over the years may mean that "the more personal experience students have with busing, the more they support it," the report added.

The American Freshman may be purchased from the Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles 90024. The price is $8.25.


National Conference on Technology and Education
Sponsored by the University of Texas at Austin College of Education
And Tandy Corporation/Radio Shack Education Division
The National Conference on Technology and Education will be held April 19-20 in Fort Worth, Texas. The two-day conference is co-sponsored by the University of Texas at Austin, College of Education, Continuing Education Program, and Tandy Corporation/Radio Shack Education Division.
Discover the impact of new technologies on the classroom. The Conference on Technology and Education will offer educational decision-makers a forum to explore applications of computer technology as well as potential benefits and problems of computer usage in education. Featured keynote speakers, breakout sessions dealing with topical issues, as well as demonstrations of present technology will provide current information for concerned educators.
Explore the ways in which educators can effectively prepare today's schools and youth for the information age. Participants can attend sessions focusing on educational coursewares, classroom networking, hardware and software purchasing considerations, computer curriculum planning, administrative coursewares, coursewares evaluation and teacher training. Educators can select from these topics of interest and many more. An exhibit area will also be featured.
Receive credit for your efforts. To those who request it, a Continuing Education Credit Unit of 2.0 hours will be granted and certificates issued by the University of Texas College of Education upon completion of the conference. Those who wish, and whose districts approve, may receive "in-service training credits" for attendance. (An additional fee is required to receive CEUs.)
Take advantage of this unique opportunity. Plan to attend the National Conference on Technology and Education. Registration fee is $95.00. Attendance is limited, so send for your registration form today!
To receive more information and registration materials for the National Conference on Technology and Education, mail this completed form to:
The University of Texas at Austin, College of Education, Continuing Education Program, EDB 374, Austin, Texas 78712
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POSITION
TELEPHONE

FACT-FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 254,000 students who entered college in the fall of 1983

Characteristics

Age by December 31, 1983:	
16 or younger	0.1%
17	2.4%
18	72.7%
19	19.8%
20	2.0%
21-24	1.7%
25-29	0.7%
30-39	0.5%
40-54	0.2%
55 or older	0.0%
Racial/ethnic background:	
White	86.9%
Black	9.0%
American Indian	1.1%
Asian	1.6%
Mexican	0.9%
Puerto Rican	0.7%
Other	1.6%
Average grade in high school:	
A or A+	9.4%
A-	11.0%
B+	18.6%
B	25.8%
B-	14.2%
C+	12.7%
C	7.8%
D	0.5%
Academic rank in high school:	
Top 20%	39.4%
Second 20%	22.8%
Middle 20%	30.6%
Fourth 20%	6.2%
Lowest 20%	1.0%
Year of high-school graduation:	
1983	93.3%
1982	2.8%
1981	0.8%
1980 or earlier	1.9%
H. S. equivalency (G. E. D. test)	1.0%
Never completed high school	0.2%
Type of high school attended:	
Public	84.5%
Private (denominational)	11.2%
Private (nondenominational)	3.6%
Other	0.7%
Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:	
English (4 years)	89.2%
Mathematics (3 years)	83.3%
Foreign language (2 years)	64.2%
Physical science (2 years)	55.6%
Biological science (2 years)	35.9%
Civics (1 year)	50.5%
Social studies (3 years)	66.1%
Racial composition of high-school:	
Completely white	19.3%
Mostly white	60.0%
Roughly half-white	15.4%
Mostly non-white	4.2%
Completely non-white	1.1%
Racial composition of neighborhood:	
Completely white	47.6%
Mostly white	38.7%
Roughly half-white	5.2%
Mostly non-white	5.1%
Completely non-white	3.4%
Marital status:	
Not presently married	98.6%
Married, living with spouse	1.1%
Married, not living with spouse	0.3%
Disabilities:	
Hearing	0.7%
Speech	0.3%
Visual	2.2%
Orthopedic	0.9%
Learning	0.7%
Health-related	0.9%
Other	1.2%
Current religious preference:	
Jewish	3.1%
Protestant	32.0%
Roman Catholic	39.3%
Other	17.9%
None	7.6%

Residence planned during fall term:	
With parents, relatives	35.9%
Other private home or apartment	6.6%
College dormitory	54.5%
Fraternity or sorority house	0.5%
Other campus housing	1.7%
Other	0.7%
Residence preferred during fall term:	
With parents or relatives	19.6%
Other private home or apartment	27.3%
College dormitory	41.1%
Fraternity/sorority house	5.0%
Other campus housing	4.6%
Other	2.3%
Father's occupation:	
Artist (incl. performer)	0.9%
Businessman	29.2%
Member of clergy or religious worker	0.9%
Engineer	8.6%
Farmer or forester	3.9%
Lawyer	1.4%
Military man	1.8%
Physician or dentist	2.2%
Other health professional	1.3%
Research scientist	0.6%
Teacher or administrator, college	0.9%
Teacher or administrator, elementary	0.6%
Teacher or administrator, secondary	3.4%
Worker, skilled	10.8%
Worker, semiskilled	5.4%
Worker, unskilled	3.3%
Other occupation	21.7%
Unemployed	3.2%
Father's education:	
Grammar school or less	4.9%
Some high school	10.4%
High-school diploma	29.3%
Postsecondary other than college	4.8%
Some college	13.7%
College degree	19.5%
Some graduate school	2.3%
Graduate degree	15.1%
Mother's occupation:	
Artist (incl. performer)	1.4%
Businesswoman	10.8%
Member of clergy or religious worker	0.1%
Clerical worker	11.3%
Engineer	0.1%
Farmer or forester	0.3%
Homemaker (full time)	25.1%
Lawyer	0.1%
Nurse	7.4%
Physician or dentist	0.3%
Other health professional	1.9%
Research scientist	0.2%
Social, welfare, or recreation worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary	5.2%
Teacher or administrator, secondary	3.0%
Worker, skilled	2.0%
Worker, semiskilled	3.4%
Worker, unskilled	2.4%
Other occupation	16.5%
Unemployed	7.1%
Mother's education:	
Grammar school or less	3.3%
Some high school	8.2%
High-school diploma	40.6%
Postsecondary other than college	7.5%
Some college	14.9%
College degree	16.3%
Some graduate school	2.2%
Graduate degree	7.1%
Students estimate chances are very good that they will:	
Change major field	12.0%
Change career choice	11.2%
Fail one or more courses	1.3%
Graduate with honors	12.0%
Be elected to student office	2.8%

Students estimate chances are very good that they will: (Continued)	
Get a job to pay college expenses	36.6%
Work full time while attending college	3.3%
Join a social fraternity or sorority	16.2%
Live in a coeducational dormitory	26.1%
Play varsity athletics	14.6%
Be elected to an honor society	6.9%
Make at least a B average	40.7%
Need extra time to complete degree	5.2%
Need tutoring in some courses	9.3%
Work at outside job	20.9%
Seek vocational counseling	5.9%
Seek individual counseling	3.8%
Get a bachelor's degree	64.9%
Participate in student protests	3.5%
Drop out temporarily	1.1%
Drop out permanently	0.9%
Transfer to another college	10.4%
Be satisfied with college	54.7%
Find employment in preferred field	68.8%
Marry while in college	4.5%
Marry within a year after college	15.6%
Number of other colleges applied to for admission this year:	
None	37.8%
One	17.6%
Two	16.9%
Three	13.4%
Four	6.6%
Five	3.8%
Six or more	3.9%
Number of other college acceptances this year:	
None	18.4%
One	30.4%
Two	24.2%
Three	15.4%
Four	6.5%
Five	2.7%
Six or more	2.4%
College attended is student's:	
First choice	73.7%
Second choice	20.2%
Third choice	4.3%
Other	1.8%
Distance from home to college:	
5 miles or less	10.7%
6-10 miles	11.2%
11-50 miles	28.9%
51-100 miles	15.9%
101-500 miles	25.7%
More than 500 miles	8.3%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	32.0%
Could not find job	6.2%
Wanted to get away from home	10.3%
To be able to get a better job	76.2%
To gain general education	63.9%
To improve reading and study skills	41.8%
Nothing better to do	2.4%
To become a more cultured person	31.8%
To be able to make more money	66.7%
To learn more about things	71.7%
To meet new, interesting people	54.6%
To prepare for graduate school	47.0%
Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.3%
Teacher's advice	4.0%
Good academic reputation	52.6%
Good social reputation	20.6%
Offered financial assistance	20.8%
Offers special programs	21.9%

Reasons noted as very important in selecting college attended: (Continued)	
Low tuition	21.3%
Advice of guidance counselor	8.1%
Wanted to live near home	19.7%
Friend's suggestion	6.7%
Recruited by college	3.0%
Recruited by athletic department	4.2%
Graduates go to top graduate schools	25.8%
Graduates get good jobs	46.4%
Highest degree planned at college attended:	
None	3.8%
Vocational certificate	2.2%
Associate (or equiv.)	23.0%
Bachelor's	52.9%
Master's	10.4%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.6%
LL.B. or J.D.	1.1%
B.D. or M.Div.	0.7%
Other	2.5%
Highest degree planned anywhere:	
None	2.1%
Vocational certificate	1.5%
Associate (or equiv.)	7.0%
Bachelor's	36.5%
Master's	30.4%
Ph.D. or Ed.D.	8.5%
M.D., D.O., D.D.S., or D.V.M.	6.3%
LL.B. or J.D.	4.1%
B.D. or M.Div.	0.7%
Other	2.8%
Probable field of study:	
Accounting	6.3%
Aeronautical engineering	1.2%
Agriculture	1.3%
Anthropology	0.1%
Architecture, urban planning	0.7%
Art, fine and applied	2.1%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.6%
Biology (general)	1.7%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.4%
Business administration (general)	7.0%
Business education	0.2%
Chemical engineering	0.9%
Chemistry	0.8%
Civil engineering	0.8%
Communications	2.1%
Computer science	4.5%
Data processing, computer programming	3.8%
Drafting or design	0.7%
Earth science	0.2%
Economics	0.4%
Education (misc.)	0.2%
Electrical or electronic engineering	4.3%
Electronics	0.7%
Elementary education	2.4%
Engineering (misc.)	1.8%
English	0.9%
Ethnic studies	0.0%
Finance	1.0%
Foreign language	0.4%
Geography	0.0%
Health technology	1.8%
History	0.5%
Home economics	0.5%
Industrial engineering	0.5%
Forestry	0.6%
Journalism	1.4%
Law enforcement	1.6%
Library science	0.0%
Management	4.2%
Marine science	0.1%
Marine-life science	0.3%
Marketing	2.2%
Mathematics	0.8%
Mechanical engineering	2.2%
Mechanics	0.6%
Microbiology or bacteriology	0.3%

Probable field of study: (Continued)	
Military science	0.1%
Music	1.0%
Music or art education	0.3%
Nursing	4.4%
Pharmacy	0.5%
Philosophy	0.1%
Physical education	1.2%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	1.9%
Pre-dental, pre-medical, pre-veterinary	3.2%
Professional (misc.)	1.3%
Psychology	2.3%
Secondary education	0.8%
Secretarial studies	2.3%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	0.9%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.6%
Theology and religion	0.2%
Therapy	2.0%
Women's studies	0.0%
Zoology	0.3%
Other fields	1.2%
Other technical fields	0.7%
Undecided	4.9%
Probable career occupation:	
Accountant or actuary	5.9%
Actor or entertainer	0.8%
Architect or urban planner	1.2%
Artist	1.7%
Business (clerical)	2.0%
Business executive	10.6%
Business proprietor	2.7%
Business salesperson or buyer	1.2%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	0.9%
Computer programmer or analyst	8.5%
Conservationist or forester	0.7%
Dentist	0.7%
Dietitian or home economist	0.3%
Educator (college)	0.2%
Educator (elementary)	3.1%
Educator (secondary)	2.0%
Engineer	10.8%
Farmer or rancher	0.8%
Foreign-service worker	0.6%
Homemaker (full-time)	0.1%
Interior decorator	0.4%
Interpreter	0.2%
Journalist or writer	2.0%
Lab technician or hygienist	1.3%
Law-enforcement officer	1.2%
Lawyer or judge	3.9%
Military person	1.1%
Musician	1.1%
Nurse	4.4%
Optometrist	0.3%
Pharmacist	0.6%
Physician	3.9%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.3%
Statistician	0.1%
Therapist	2.3%
Veterinarian	1.0%
Skilled trades	1.5%
Other occupation	6.4%
Undecided	10.1%
Estimated parental income:	
Less than $4,000	3.2%
$4,000-$5,999	2.4%
$6,000-$7,999	2.4%
$8,000-$9,999	2.9%
$10,000-$12,499	5.6%
$12,500-$14,999	5.0%
$15,000-$19,999	8.7%
$20,000-$24,999	12.6%
$25,000-$29,999	10.5%
$30,000-$39,999	19.9%
$40,000-$49,999	11.2%
$50,000-$99,999	12.3%
$100,000 or more	3.4%

Continued on Following Page

Note: Because of multiple responses, sections may not add to 100 per cent.

FACT-FILE—Continued

Number of parents' dependents:

One	6.3%
Two	12.1%
Three	23.6%
Four	28.9%
Five	18.5%
Six or more	10.6%

Number of other dependents currently attending college:

None	66.5%
One	24.5%
Two	6.4%
Three or more	2.6%

Concern about financing college:

None	33.5%
Some	51.7%
Much	14.9%

Support from parental aid:

None	29.2%
$1-$499	16.1%
$500-$999	10.0%
$1,000-$1,499	7.8%
$1,500-$2,000	7.2%
Over $2,000	29.8%

Support from Pell Grant:

None	73.5%
$1-$499	6.8%
$500-$999	7.5%
$1,000-$1,499	5.7%
$1,500-$2,000	3.8%
Over $2,000	2.6%

Support from Supplemental Educational Opportunity Grant:

None	93.2%
$1-$499	2.7%
$500-$999	2.2%
$1,000-$1,499	1.2%
$1,500-$2,000	0.5%
Over $2,000	0.3%

Support from state scholarship or grant:

None	84.3%
$1-$499	6.6%
$500-$999	4.6%
$1,000-$1,499	2.4%
$1,500-$2,000	1.1%
Over $2,000	1.0%

Support from college grant:

None	86.7%
$1-$499	3.8%
$500-$999	3.0%
$1,000-$1,499	2.2%
$1,500-$2,000	1.4%
Over $2,000	2.9%

Support from College Work-Study grant:

None	86.6%
$1-$499	4.6%
$500-$999	5.0%
$1,000-$1,499	2.8%
$1,500-$2,000	0.8%
Over $2,000	0.2%

Support from part-time employment:

None	76.3%
$1-$499	15.3%
$500-$999	5.4%
$1,000-$1,499	1.8%
$1,500-$2,000	0.8%
Over $2,000	0.5%

Support from summer employment:

None	59.5%
$1-$499	19.8%
$500-$999	11.2%
$1,000-$1,499	5.5%
$1,500-$2,000	2.2%
Over $2,000	1.8%

Support from federal Guaranteed Student Loan:

None	78.2%
$1-$499	1.7%
$500-$999	2.5%
$1,000-$1,499	3.5%
$1,500-$2,000	4.1%
Over $2,000	10.1%

Support from college loan:

None	96.3%
$1-$499	0.7%
$500-$999	0.8%
$1,000-$1,499	0.7%
$1,500 and over	1.4%

Support from National Direct Student Loan:

None	93.2%
$1-$499	1.4%
$500-$999	1.9%
$1,000-$1,499	1.7%
$1,500 and over	1.9%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Wrote computer programs	43.6%	31.6%	37.5%	33.7%	24.4%	37.7%	38.7%	36.7%	40.7%	44.2%	49.4%	20.7%	33.0%
Played musical instrument	38.6%	47.5%	43.1%	38.1%	39.6%	42.8%	47.2%	51.5%	43.8%	48.1%	50.2%	37.1%	44.4%
Attended a religious service	82.4%	88.0%	85.3%	81.6%	86.1%	87.6%	85.1%	91.3%	93.4%	86.2%	85.4%	89.2%	94.6%
Smoked cigarettes frequently	8.0%	13.6%	10.9%	14.5%	17.8%	9.1%	9.8%	6.3%	8.8%	7.5%	6.4%	7.7%	4.5%
Took vitamins	61.3%	70.0%	65.7%	63.4%	66.4%	64.4%	68.9%	71.6%	68.5%	67.2%	68.9%	53.1%	62.6%
Participated in demonstration	18.7%	22.3%	20.5%	18.7%	25.0%	23.0%	23.5%	20.6%	22.0%	19.1%	17.5%	30.8%	36.5%
Took tranquilizing pill	4.3%	4.4%	4.4%	4.1%	6.3%	4.1%	5.0%	5.4%	4.0%	4.2%	4.0%	2.3%	2.9%
Wore glasses or contact lenses	37.3%	49.6%	43.6%	44.0%	40.3%	41.6%	40.9%	49.2%	45.6%	44.8%	46.6%	36.4%	36.1%
Took televised course	3.3%	2.6%	2.9%	3.3%	3.1%	2.7%	3.0%	2.5%	3.4%	2.6%	2.5%	3.7%	5.0%
Took computer-assisted course	27.7%	23.6%	25.6%	23.7%	18.6%	26.7%	25.6%	25.1%	28.5%	28.8%	28.5%	19.3%	28.9%
Attended recital or concert	71.3%	78.3%	74.9%	68.6%	71.4%	76.5%	80.7%	78.9%	77.1%	79.3%	84.1%	68.5%	78.1%
Took sleeping pills	2.6%	2.8%	2.7%	2.5%	4.1%	2.5%	3.2%	3.8%	2.7%	2.6%	2.6%	2.1%	2.8%
Jogged frequently	29.2%	19.2%	24.1%	19.7%	23.6%	27.5%	27.2%	28.7%	25.7%	24.6%	27.7%	28.1%	27.3%
Did other vigorous exercise frequently	56.7%	40.7%	48.5%	42.9%	44.7%	50.3%	52.5%	52.2%	51.0%	52.9%	56.7%	41.0%	43.7%
Stayed up all night	71.1%	71.8%	71.4%	69.9%	72.8%	72.1%	72.4%	70.1%	71.0%	73.3%	71.6%	56.2%	46.7%
Drank beer	77.2%	67.5%	72.3%	73.4%	70.3%	72.3%	68.2%	59.8%	77.1%	75.0%	73.1%	56.2%	46.7%
Worked in political campaign	7.4%	7.7%	7.5%	4.7%	6.8%	7.9%	10.9%	10.1%	9.9%	9.0%	11.6%	9.7%	16.2%
Overslept and missed class or appointment	24.1%	24.7%	24.4%	21.7%	28.1%	24.7%	28.7%	25.3%	23.5%	26.0%	25.8%	26.2%	25.8%
Didn't complete homework on time	63.9%	57.7%	60.7%	56.4%	64.1%	62.9%	65.8%	64.2%	60.7%	62.9%	58.8%	57.8%	61.4%
Political views:													
Far left	2.2%	1.5%	1.9%	2.0%	2.9%	1.9%	2.3%	1.5%	1.4%	1.5%	1.4%	4.7%	3.7%
Liberal	18.7%	19.6%	19.2%	16.0%	18.9%	19.1%	24.8%	19.2%	17.0%	21.2%	25.3%	25.5%	30.6%
Middle of the road	56.8%	63.7%	60.3%	65.6%	60.7%	60.7%	51.9%	55.6%	61.4%	57.6%	49.0%	47.9%	46.9%
Conservative	20.7%	14.4%	17.5%	15.0%	16.4%	17.2%	19.8%	22.7%	18.2%	18.8%	23.3%	19.6%	17.0%
Far right	1.6%	0.7%	1.2%	1.4%	1.2%	1.1%	1.3%	1.0%	1.0%	0.9%	1.1%	2.4%	1.8%
Agree strongly or somewhat that:													
Government isn't protecting consumer	61.9%	69.8%	65.9%	68.1%	69.8%	66.5%	65.3%	63.9%	65.4%	62.8%	59.2%	73.0%	74.6%
Government isn't protecting environment	77.6%	82.3%	80.0%	79.1%	79.5%	79.9%	81.9%	80.3%	81.1%	80.2%	81.9%	75.0%	78.9%
Government should discourage the use of energy	71.6%	78.4%	75.0%	73.4%	75.5%	75.5%	77.1%	75.2%	75.9%	75.7%	76.8%	73.9%	73.3%
Military spending should be increased	45.8%	28.3%	36.9%	38.3%	43.2%	40.0%	34.2%	37.2%	28.5%	33.0%	30.8%	44.1%	31.6%
Criminals have too many rights	72.5%	65.2%	68.8%	70.1%	67.4%	69.4%	65.4%	69.6%	66.6%	68.3%	66.0%	55.8%	55.8%
Inflation is the country's biggest domestic problem	63.8%	73.2%	68.6%	73.1%	74.6%	70.5%	64.3%	64.5%	66.8%	63.5%	53.1%	78.8%	77.4%
The death penalty should be abolished	23.9%	33.7%	28.9%	27.4%	28.5%	29.2%	32.2%	27.3%	34.4%	28.4%	31.8%	45.9%	46.3%
Government should provide a national health-care plan	56.4%	62.3%	59.4%	62.1%	63.9%	60.4%	60.4%	53.8%	61.1%	54.5%	52.2%	73.8%	74.2%
Abortion should be legalized	54.7%	54.8%	54.8%	53.0%	51.9%	55.1%	60.0%	47.5%	35.8%	59.8%	60.8%	58.1%	57.7%
Grading in high school is too easy	58.2%	58.2%	58.2%	56.0%	50.3%	57.4%	58.0%	63.1%	58.1%	62.3%	65.6%	38.0%	44.5%
Women's activities should be confined to the home	32.0%	17.2%	24.5%	27.6%	30.3%	24.6%	22.9%	24.2%	20.6%	20.1%	17.7%	35.7%	29.5%
Couples should live together before marriage	50.1%	39.7%	44.8%	48.8%	44.7%	42.6%	46.5%	31.9%	33.6%	44.3%	45.9%	50.0%	42.1%
Large families should be discouraged	40.9%	31.3%	36.0%	37.2%	33.6%	35.3%	36.3%	35.0%	24.5%	36.9%	36.5%	31.1%	27.2%
Divorce laws should be liberalized	46.6%	42.7%	44.7%	47.4%	49.0%	45.1%	45.4%	34.5%	33.8%	43.6%	39.2%	55.6%	54.4%
It is all right for people who like each other to have sex	64.5%	33.6%	48.8%	51.9%	47.5%	48.6%	49.6%	35.5%	33.8%	49.3%	48.9%	54.9%	47.1%
Women should have job equality	88.3%	96.6%	92.5%	91.1%	89.8%	93.0%	92.8%	92.5%	93.8%	94.4%	95.2%	90.3%	91.9%
The rich should pay a larger share of taxes	70.8%	70.6%	70.7%	74.6%	66.5%	72.5%	65.8%	68.3%	68.4%	68.6%	58.6%	76.5%	77.4%
Marijuana should be legalized	28.4%	23.1%	25.7%	27.4%	28.4%	24.6%	26.7%	18.6%	19.4%	25.9%	24.7%	32.4%	27.5%
Busing to achieve racial balance is all right	47.8%	53.5%	50.7%	54.5%	57.8%	52.2%	52.7%	46.8%	49.0%	41.9%	44.3%	72.1%	72.0%
Homosexual relations should be prohibited	58.3%	39.9%	49.0%	53.8%	58.6%	50.9%	43.5%	52.8%	43.7%	41.2%	33.7%	56.1%	53.5%
College has the right to regulate off-campus behavior	16.9%	13.7%	15.3%	17.1%	19.0%	15.5%	16.4%	16.3%	12.8%	11.0%	11.8%	30.0%	27.9%
Students should help evaluate faculty members	69.6%	69.6%	69.6%	67.6%	64.9%	69.6%	70.2%	69.0%	70.1%	73.2%	74.6%	63.5%	63.3%
College grades should be abolished	17.3%	12.1%	14.7%	16.1%	18.9%	14.1%	15.3%	13.4%	13.0%	12.5%	12.6%	24.0%	18.3%
Student publications should be regulated	39.6%	42.4%	41.0%	44.9%	48.8%	42.2%	38.8%	44.3%	41.0%	33.7%	28.4%	59.6%	53.5%
Colleges have a right to ban a speaker	27.5%	23.5%	25.5%	28.4%	30.4%	25.3%	23.3%	26.0%	24.3%	21.3%	19.2%	29.8%	27.1%
The disadvantaged should get preferential treatment	37.6%	35.7%	36.6%	39.5%	43.2%	37.4%	37.8%	36.0%	33.3%	31.0%	27.6%	60.4%	55.7%
Objectives considered essential or very important:													
Achieving in a performing art	10.5%	13.1%	11.8%	9.2%	13.5%	12.7%	16.5%	13.6%	10.6%	12.1%	14.5%	18.1%	15.1%
Becoming an authority in his or her field	73.2%	71.8%	72.5%	68.7%	71.3%	74.0%	75.3%	71.8%	73.1%	76.1%	76.6%	76.6%	82.5%
Obtaining recognition from colleagues	56.2%	54.3%	55.2%	51.0%	54.0%	56.6%	59.3%	52.0%	55.1%	59.5%	60.7%	62.9%	66.4%
Influencing the political structure	16.8%	11.1%	13.9%	10.8%	14.0%	14.1%	18.8%	14.7%	15.4%	15.2%	20.3%	23.4%	29.1%
Influencing social values	28.1%	33.3%	30.7%	27.3%	35.7%	31.1%	36.0%	34.9%	35.6%	30.5%	33.5%	42.1%	44.1%
Raising a family	64.6%	67.6%	66.1%	63.7%	66.3%	66.7%	66.4%	70.5%	72.1%	66.9%	69.9%	56.5%	62.5%
Having administrative responsibility	41.5%	39.8%	40.6%	39.7%	42.3%	41.9%	40.1%	35.3%	41.9%	42.0%	41.0%	48.3%	49.2%
Being very well-off financially	73.4%	65.5%	69.3%	70.1%	71.4%	70.0%	68.2%	59.6%	64.5%	71.1%	67.6%	83.3%	81.5%
Helping others who are in difficulty	53.2%	69.8%	61.7%	56.7%	63.4%	63.2%	66.9%	67.0%	69.2%	62.8%	66.2%	69.9%	76.3%
Making a contribution to scientific theory	18.0%	11.1%	14.5%	13.0%	11.3%	13.7%	15.9%	11.7%	12.5%	17.9%	21.6%	17.8%	24.5%
Writing original works	10.7%	11.8%	11.2%	8.9%	9.9%	11.5%	15.8%	12.4%	11.1%	12.5%	14.9%	13.7%	16.6%
Creating artistic works	11.0%	13.0%	12.0%	11.0%	15.7%	12.0%	16.4%	10.1%	10.4%	11.9%	11.4%	18.6%	13.2%
Being successful in his or her own business	54.1%	45.4%	49.6%	49.0%	58.3%	49.1%	53.9%	46.6%	48.1%	48.4%	49.5%	66.4%	66.3%
Helping clean up environment	23.7%	18.8%	21.2%	20.7%	23.6%	21.2%	25.0%	19.4%	19.6%	20.6%	21.4%	33.1%	31.5%
Developing a philosophy of life	42.5%	45.6%	44.1%	37.7%	43.7%	44.0%	53.4%	48.5%	49.2%	47.2%	56.0%	55.1%	63.6%
Participating in community action	20.3%	23.8%	22.1%	17.7%	24.4%	23.8%	27.9%	24.1%	26.3%	22.9%	26.0%	37.5%	43.4%
Promoting racial understanding	28.4%	32.0%	30.3%	24.6%	31.1%	32.4%	41.0%	32.6%	33.7%	29.9%	38.2%	64.6%	72.6%
Keeping up with political affairs	39.9%	30.4%	35.1%	26.4%	29.7%	35.1%	46.0%	38.6%	40.5%	41.2%	53.8%	42.1%	54.8%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1983," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES